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ABSTRACT

This document describes the curriculum philosophy of Lethbridge Community College (Canada) (LCC), which integrates several concepts: learning college principles, constructivist learning paradigm , BP'9700 directions, distributed learning characteristics, and curriculum components of learner, setting, and subject. This framework provides all programs at LCC with a focus for development, implementation, and review. Additionally, these principles can be used for instruction, facilitation, and assessment of learning. The document also elaborates on program outcomes, course outline, and curriculum review process. Program outcomes are statements of knowledge, skills, and attitudes that students will have upon completion of an LCC certificate or diploma program and are expected to address generic curriculum, core curriculum, and specialized curriculum outcomes. The last section presents the process of curriculum development including new credit programs, new credit options, substantial program changes, and the collaborative program development process. (JA)

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L. Prindle

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The Nuts and Bolts of a Learner Centred Curriculum

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Dr. Gary Kennedy
Mr. Allen Rudolph

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LETHBRIDGE COMMUNITY COLLEGE

Learning Paradigm Conference
San Diego, California – March 15- 17, 2000

Section I Curriculum Standards

- Curriculum Philosophy
- Program Outcomes
- Course Outline

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- Curriculum Review Process
- Curriculum Review Process Checklist
- Lethbridge Community College Curriculum Review 1999/2000

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- Template Corrections Applied Degree

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The Nuts and Bolts of a Learner Centred Curriculum

Curriculum Standards

Presenter: Dr. Lucelle Prindle

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LETHBRIDGE COMMUNITY COLLEGE

LETHBRIDGE COMMUNITY COLLEGE
CURRICULUM PHILOSOPHY

Background

The mission of Lethbridge Community College is to develop the present and future workforce by providing high quality lifelong learning opportunities based upon knowledge and skills required by the community, business, and industry. This statement and several phrases from the College's values statement "positive, learner centred environment", "recognition of individual needs, abilities, and accomplishments", "open supportive environment addresses student learning styles", and "flexible responses to learner needs to achieve academic goals" are used in this curriculum philosophy document. In addition to the mission and values statement, LCC has restructured its operations to include a Vice President of Curriculum and Instruction position with a support operation in The Centre for Teaching and Learning (CTL). The main purpose of this position and the CTL is to provide curriculum direction to and support for LCC programs and people. The intention of having a statement about curriculum at LCC is to provide a framework for development of courses and programs, their implementation and their evaluation.

Lethbridge Community College was established in 1957 and is the oldest public community college in Canada. The purpose in establishing the college was to provide local post-secondary educational opportunities for Lethbridge and district people. Therefore, LCC created strong certificate and diploma programs which provide students with entry level skills for a variety of occupations, an academic upgrading equivalency program, a university transfer program, a strong apprenticeship and trades area, and several technology programs. Enrolment has steadily increased and the college's current enrolment is 4000 Full time Learners. LCC has always been known for its community involvement and more than 10 000 learners per year participate in some outreach college program.

External Considerations

Against this framework, the college curriculum, defined as a planned series of activities to promote learning, is constructed. Quick response to many student and community needs or to government grants and announcements has necessitated the rapid development of courses and, in some cases, curriculum for certain programs. Future funding involves a lower base budget and more envelope funding which is targeted toward specific government or system priorities and designed to bring changes to college programming. In addition, external accreditation or certification requirements for certain programs and advisory committee recommendations determine program outcomes and sequencing of learning experiences.

Generic (Institutional) Learner Outcomes

In outlining the future for LCC, BP 9700 has indicated several major curriculum directions: increased computer literacy, employability skills, work site experiences, entrepreneurial skills, and globalization. These directions are considered Institutional Curriculum directions or in curriculum terminology, generic skills, which are common to all College credential programs. The expectations of achieving these skills in terms of student performance, for all students receiving a credential from LCC, are stated as learner outcomes.

Core Learner Outcomes

In addition to generic skills which LCC expects all of its graduating students to have, core skills in each program area or centre, and specialized skills are also part of the total curriculum. Core skills are those skills that are common to a group of occupations within a discipline. For example, within the health and human services occupations, core skills in counseling, patient treatment, etc. would be core for Child and Youth Care, Nursing, Rehabilitation Services etc.

Specialized Learner Outcomes

Specialized skills would include only those skills that set one occupation apart from another, so again within the health and human services area, specialized skills would differentiate between nursing education and education as a rehabilitation practitioner. Some basic level of knowledge in accounting or bookkeeping, marketing, and organizational behaviour may be core to all programs in the Centre for applied Management; however, specific applications of these concepts taught in other courses will differentiate students in Professional Golf Management and Fashion Design from students in Business Administration.

A Learning Organization

In providing students with generic, core, and specific skills, the college views itself as a learning institution with a learning- and learner-centred focus. From a curriculum point of view, these terms have a significant impact. A learning institution or organization, as Senge (1990) says has at its core, "a shift of mind—from seeing ourselves as separate from the world to connected to the world". In curriculum terms, our programs and courses do not exist separately—there needs to be linkages between courses and other educational experiences (field trips, practicums, work site experiences, service learning), and linkages between these courses and experiences to the overall outcomes for the program. Program outcomes are, in turn, linked to institutional or generic outcomes. Courses and programs do not exist in isolation, but as part of a larger 'connectedness' or framework.

On a much broader scale, a learning organization creates among its participants the true meaning of learning, which involves change and the ability for creative change. Curriculum at LCC is involved in creative change; the generic curriculum or overriding outcomes change as external forces within our community and Canadian and North American society change; the core curriculum changes as newer techniques and research produces new and revised ways of knowing in those discipline areas. Social and economic problems affect core curriculum areas. Specialized skill outcomes are affected by external accrediting bodies, change in credentials, technological improvements, etc. The point is that the curriculum of any program must not only connect all of the learning experiences and assessments to various courses and these courses to each other, the curriculum also needs to be open to creative change.

Learning Colleges

The practices of learning organizations have usually been thought of as assisting the staff within the organizations whereas learning colleges focus on the learner primarily. But, the principles and essences are the same. O'Banion (1997) states that the "basic concept of the learning organization...provides a powerful foundation on which to build a learning-centred institution" (p.26).

Leaders in learning organizations help people develop systemic understandings of the relationships of the parts within the greater whole of the organization. Instructors and program designers help learners develop the same type of understandings of the relationship of the parts (activities and courses) to the greater whole, the curriculum of the program, and the institutional outcomes.

Learning College Principles

Terry O'Banion (1998) writes that a learning college is based on six key principles:

- The learning college creates substantive change in individual learners.
- The learning college engages learners as full partners in the learning process, assuming primary responsibility for their own choices.
- The learning college creates and offers as many options for learning as possible.
- The learning college assists learners to form and participate in collaborative learning activities.
- The learning college defines the roles of learning facilitators by the needs of the learners.
- The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.

- **Constructivist Curriculum**

Among curriculum philosophies, the curriculum direction at LCC is situated in the constructivist field, established by Jerome Bruner (1973). This theory is significant and states that meaning is constructed by the student (learner) from the background the learner has and the material that she is learning (presented with, confronted with) at the time. This philosophy is relational, relating the learners to each other and the learners to the subject or discipline. The metaphor associated with such learning would be to see the instructor, not as someone who transmits information, but as a person who facilitates learning through interaction. The instructor's role is to use the learners' experiences, abilities, motives, and objectives to help learners make more sense of the subject matter.

- **Changing Metaphors for Education**

In the learning process, each learner constructs knowledge by taking new information and making connections between that information and what the learner already knows. Learning helps learners make sense of the world around them. A metaphor to describe relational, constructivist curriculum theory is to view the instructor as a gardener who constructs a fertile environment for learning to grow.

- **The Learning Process**

Cognitive researchers believe that learning is an active, constructed process, so this means that instructors must interact with learners to help them learn. The focus is on constructing knowledge, not reproducing it, so learners must be encouraged to explore subject areas and disciplines with multiple tools and strategies. Learning is not teaching, but a social process with interactivity. Several instructional strategies are indicated from this philosophy: active learning, collaborative or cooperative learning, and team learning. Instructors can help learners toward constructing new meaning in a number of ways: by showing them ways to connect new material to their previous knowledge and experience, by helping them organize the material into meaningful chunks or sequences, by demonstrating the appropriate contexts for the material, and by involving emotions that will trigger long-term memory.

- **Components of Curriculum: Learner, Subject, and Setting**

...the learner

In the framework of curriculum, three components must be examined: student, subject, and setting. Obtaining data about the student (learner) is crucial to designing learning experiences for that individual. In order to help the learner meet the course and program outcomes, instructors in the program should know the

learners' academic background as well as some other parameters of those learners' lives that will affect their learning: for example, their previous experience, motivational orientation, knowledge, learning styles, skills, and emotions. Knowing this information helps instructors design activities, courses, and programs that meet the learners' needs. The more instructors know about their learners the more effectively they can help them.

Since knowledge about learners is gained through interaction, and effective teaching is inherently interactive, teaching and learning is a process of facilitating connections between a subject matter and active, growing minds. The ultimate relationship is between student and subject. Learners should be oriented toward this learning centred philosophy as instructor behaviors will be different, and the learner will be a stronger partner assuming more responsibility for his/her learning. Learner outcomes--which are the expectations of achievement for the learner for each course and for the whole program--need to be clearly stated.

...the subject

The instructor is the primary designer of the subject as it is presented to the student, but O'Banion's characteristics of a learning college indicate that learners are to be engaged as full partners in this process. Certainly, materials that allow learners some choice, such as

- developing broader assessment strategies (which include assessments beyond exams, term papers, reports—largely solitary efforts)
- allowing for assignments that take into account learning styles,
- including opportunities for critical and creative thinking, problem solving, reflection on learning
- self-monitoring, and portfolio development

are all elements of curriculum that relate a learner to the subject.

...the setting

Setting, as the third element in the curriculum framework, can be thought of in terms of time and place. These two elements are traditionally expressed in semesters, terms, weeks, and credits. Creative delivery strategies, however, can provide a match between learner needs and preferences and mastery of the content and skills necessary to successfully complete an LCC program. In addition to in-class learning, all LCC credential programs provide work site training opportunities to ensure that learners develop work-place skills and transfer knowledge from the classroom and lab setting to specific employment settings.

Increasingly, alternate delivery and distributed learning are being used to describe settings for learners in community colleges. The characteristics of a distributed learning environment are:

- Separation of learners, faculty, and resources for all or part of the course
- The use of educational technologies/networks to support learning, interaction, and communication (synchronous and asynchronous)
- Increased opportunities for 'any place', 'any time', 'just in time' learning
- Creation of virtual communities of learning (cross-Canada, internationally)
- Use of learner-centred, problem-based and collaborative approaches to learning

At LCC, increasingly opportunities are available for course and program development using distributed learning environments. Electronic student support models can support learners who are full-time, part-time, day, evening, on- or off-campus.

- **Summary**

The curriculum philosophy of Lethbridge Community College integrates several concepts: learning college principles, constructivist learning paradigm, BP'9700 directions, distributed learning characteristics, and curriculum components of learner, setting, and subject. This framework provides all programs at LCC with a focus for development, implementation, and review. In addition, these principles can be used for instruction, facilitation, and assessment of learning.

Program Outcomes

Program outcomes are statements of knowledge, skills, and attitudes that students will have upon completion of an LCC certificate or diploma program. Program outcomes

- describe essential performances
- are realistic and achievable
- describe learning that is transferable to other work and life contexts
- are representative or present and future needs
- are understandable to learners, educators, employers, and the public
- reference external standards where applicable

As well, at Lethbridge Community College, program outcomes are expected to address generic curriculum, core curriculum, and specialized curriculum outcomes. Generic curriculum outcomes are directions set by BP 9700; Core curriculum outcomes are based on the core courses within college centres; and Specialized outcomes are based on the knowledge and skills essential to a successful graduate from a specific program.

Generic Curriculum – In outlining the future for LCC, BP 9700 has indicated several major curriculum directions: increased computer literacy, employability skills, work site experiences, entrepreneurial skills, and globalization. These directions are considered Institutional Curriculum directions or in curriculum terminology, generic skills, which are common to all College credential programs. The expectations of achieving these skills in terms of student performance, for all students receiving a credential from LCC, are stated as learner outcomes.

Core Curriculum – In addition to generic skills which LCC expects all of its graduating students to have, core curriculum is common to each centre as part of the total curriculum. Core skills are those skills that are common to a group of occupations; for example, core skills in counseling, patient treatment, etc. would be core for Child and Youth Care, Nursing, Rehabilitation Services etc.

Specialized Outcomes – Specialized skills would include only those skills that set one occupation apart from another, so again within the health and human services area, specialized skills would differentiate between nursing education and education as a rehabilitation practitioner. Some basic level of knowledge in accounting or bookkeeping, marketing, and organizational behaviour may be core to all programs in the Centre for Applied Management; however, specific applications of these concepts taught in other courses will differentiate students in Professional Golf Management and Fashion Design from students in Business Administration.

Programs should list between 12-15 outcomes that their graduates are expected to achieve; as part of the curriculum review process these outcomes should be validated by the program's advisory committee or an external focus group as well as by groups of learners in different stages of program completion.

Interior Design and Merchandising

(Draft)
Upon successful completion of the Interior Design and Merchandising Program, graduates will be able to

- Meet admission requirements for an applied bachelors degree in interior design at Mount Royal College
- Meet eligibility requirements for membership in the Registered Interior Designers of Alberta
- Meet North America standards for certification through program accreditation of FIDER
- Have a working knowledge of blueprints, be able to read drawings, know building codes, how to work with contractors, understand floor plans and use computer graphic systems.
- Understand the makeup, manipulation, and application of textiles
- Physically place objects in a display, manipulate color effectively
- Examine color, materials, and lighting in the interior design field and apply knowledge in these areas to residential and commercial use
- Understand and apply the technical aspects of lighting
- Relate aspects of psychology such as clients' moods and perceptions to design principles
- Apply concepts of spatial structuring, manipulate spatial design patterns, interact with the client using these concepts, and know how to set up space effectively and functionally
- Draw freehand and communicate visual images to the client
- Demonstrate computer file management skills, use word processing and spreadsheet software, use the Internet for research, e-mail for communication and presentation software.
- Understand and apply the basics of accounting, marketing, merchandising, and small business management
- Spend time in a supervised work setting and be evaluated by a work place supervisor and an LCC instructor.
- Develop and use teamwork skills
- Communicate effectively orally and in writing

Generic Curriculum Outcomes

These learning outcomes apply to all students who have completed diploma programs at LCC; they are not specific to any Centre or program, but are overreaching to all programs. Outcomes in these areas: Globalization, Technology, Entrepreneurism, Employability, and Work Site Placements come from BP 9700 curricular directions.

Learning Outcomes for Globalization/Multinational

Upon successful completion of a two-year diploma, learners will be able to

- Demonstrate cultural diversity competencies
- Recognize quality control processes as they relate to international standards
- Match marketing strategies to product for international sales
- Understand the changing nature of the global economy and the occupations within that economy
- Meet international educational/skill standards for certification
- Appreciate the impact of our economy on other world economies

Note: Centres should be able to select at least two of these outcomes for each diploma program within their Centre.

Learning Outcomes for Entrepreneurism

Upon successful completion of a two-year diploma, learners will be able to

- Prepare themselves for the new world of work in a knowledge-based economy
- Market their own skills and seek new work opportunities
- Respond to changing market occupation and skill demands

Learning Outcomes for Technology

Upon successful completion of a two-year diploma, learners will be able to

- Demonstrate computer file management skills
- Use word processing software to create files, enter information, save files, modify files, and print
- Use a spreadsheet software program to enter, store, and manipulate data
- Use the Internet to do research on course assignment topics
- Use e-mail to communicate with their instructors
- Use a presentation package for a course/class presentation

Learning Outcomes for Employability

Upon successful completion of a two-year diploma, learners will be able to use the Academic, Personal Management, and Teamwork Skills as articulated by the Conference Board of Canada in its Employability Skills Profile. These skills are

Academic

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend, and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted
- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields
- Continue to learn for life

Personal Management

- Demonstrate self-esteem and confidence
- Demonstrate honesty, integrity, and personal ethics
- Demonstrate a positive attitude toward learning, growth, and personal health
- Demonstrate initiative, energy, and persistence to get the job done
- Demonstrate the ability to set goals and priorities in work and personal life
- Demonstrate the ability to plan and manage time, money, and other resources to achieve goals
- Demonstrate accountability for actions taken
- Demonstrate a positive attitude toward change
- Demonstrate recognition of and respect for people's diversity and individual differences
- Demonstrate the ability to identify and suggest new ideas to get the job done – creativity

Teamwork

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

Learning Outcomes for Work Site Placements

Upon successful completion of a two-year diploma, learners will have

- Spent a minimum of two weeks time in a service learning placement, practicum setting, or have been involved in fieldwork that is directly to employment.
- Been evaluated by a work place supervisor and an LCC instructor for application of theory and demonstration of required skills.

Core Curriculum

Centres at LCC have been created based on a common curricular core. All current and future programs operating within each centre will have some common courses and skills sets. The following core subject and skill areas have been determined for the existing centre:

Centre for Environmental Sciences and Agriculture
- Soil Science (Water and Soil Monitoring)
- Scientific and Technical Writing
- Map Interpretation
- Ecology
- Physical Geography
- Field Experience
- Ethics

Centre for Health and Human Services
- Psychology (child, adolescent, adult)
- Program planning for individual growth and health
- Interpersonal relationships and communication
- Practicum experience
- Ethics

Centre for Applied Management
- Accounting
- Computer Applications
- Entrepreneurial
- Marketing
- Merchandising
- Problem Solving
- Information Management
- Work Experience
- Business Communication
- Customer & Team Relations
- Ethics

Centre for Engineering Technologies
- Mathematics
- Computer Assisted Drafting
- Work Experience
- Ethics

Centre for Criminal Justice
- Criminal Law and Procedures
- Multiculturalism
- Self-Defense

LETHBRIDGE COMMUNITY COLLEGE

The mission of the Lethbridge Community College is to develop the present and future workforce by providing high quality lifelong learning opportunities based upon knowledge and skills required by the community, business, and industry.

COURSE OUTLINE

Centre: Should include Team Leader's Name under Centre

Program:

Instructor:

Course:

Class Time:

Location:

Prerequisites:

Corequisites:

Course Outcomes:

Required Text(s) and Materials:

Assignment/Activity/Exam List, Due Dates, and Value of Each

Other Learning Resources:

Program Outcomes (related to this course)

Instructor's Teaching and Learning Styles (Practices)

Grading System

Course Work Used as Examples:

Attached to this course outline is a release form authorizing your instructor to use any of your course submission as reference examples for future classes or other educational purposes. Please date and sign the form and submit it to your instructor. If you do not wish to have your course submission used for this purpose, please indicate this in the appropriate place on the release form. Date and sign the form and submit it to your instructor.

Retention of Student Records:

Class records, including exams, related to this course will be maintained for one year after the last day of classes for the course. These records will then be destroyed in a secure manner.

Attendance Policy:

Supplemental Examination:

LETHBRIDGE COMMUNITY COLLEGE
Student Release Form
(LCC instructor use of student work)

NAME: _____
(please print)

ADDRESS: _____

PHONE: _____

SUBJECT(S): _____

SIGNATURE: _____

DATE: _____

I understand that my signature authorizes LCC to use my course work as an example for future classes or other educational purposes (on a non-profit basis).

Do you wish to be acknowledged as the creator of this/these example(s)?

YES____ NO____

The Nuts and Bolts of a Learner Centred Curriculum

Curriculum Review

Presenter: Dr. Gary Kennedy

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LETHBRIDGE COMMUNITY COLLEGE

Lethbridge Community College
Curriculum Review – 1999/2000

Centre for Applied Management
- Business Administration
- Office Assistant
- Computer Information Technology
- Professional Golf Management
- Travel Certificate
- Tourism Diploma
- Fashion Design and Merchandising
- Recreation Facility Operations
- Recreation and Community Service Management
- Interior Design & Merchandising
- Non Profit Sector Management
- Hotel & Restaurant Management

Centre for Culinary Careers
- Professional Cooking
- Commercial Cooking
- Apprenticeship Cooking
- Meat Cutting and Merchandising
- Outreach/Hospitality

Centre for Health & Human Services
- Early Childhood Education
- Child and Youth Care
- Therapeutic Recreation/Gerontology
- Rehabilitation Services
- Nursing
- Personal Care Aid
- Unit Clerk
- Central Sterile Processing
- Massage Therapy

Centre for Environmental Science & Agriculture
- Agriculture Technology
- Bachelor of Applied Conservation Enforcement
- Fish and Wildlife Technology
- Renewable Resource Management
- Watershed Management
- Beef Feedlot Technician

Centre for Interdisciplinary Studies
- General Studies

Industrial Training
- Apprentice programs in
  - Automotive Services
  - Carpenter
  - Cabinet Making
  - Electrician
  - Welder
  - Heavy Duty Equipment Technician
- Automotive Service Technology

Centre for Communications and Multimedia
- Communication Arts
- Multimedia Production

Centre for Criminal Justice
- Criminal Justice Certificate
- Criminal Justice Diploma in
  - Policing
  - Corrections
  - Security
- Applied Degree in Corrections
- Fire Investigation and Prevention
- Fire Service Administration

Centre for Engineering Technology
- Civil Engineering Technology
  - Geomatics Major
- Engineering Design and Drafting Technology
- Manufacturing Process Technology

Centre for Computing & Electronics
- Electronics Technician – PC Service Specialty
- Computer Systems and Electronics Technology

Access Centre
- College & University Preparation

■ Under curriculum review

■ Under curriculum development

CURRICULUM REVIEW PROCESS

1. **SPECIFIC COURSE CONTENT**

   -DUPLICATION /
   REINFORCEMENT

2. **CONFERENCE BOARD OF CANADA EMPLOYABILITY SKILLS**

   - 26 ITEMS (SKILLS, ATTITUDES AND BEHAVIORS) "REQUIRED TO GET, KEEP AND PROGRESS ON A JOB AND TO ACHIEVE BEST RESULTS".

   - USE WRITTEN MATERIALS INCLUDING GRAPHS, CHARTS ETC.
   - WRITE EFFECTIVELY
   - SOLVE PROBLEMS INVOLVING MATHEMATICS

- USE TECHNOLOGY, INSTRUMENTS, TOOLS AND INFORMATION SYSTEMS EFFECTIVELY

-SELF-ESTEEM AND CONFIDENCE
-HONESTY, INTEGRITY AND PERSONAL ETHICS
-PLAN AND MAKE DECISIONS WITH OTHERS

3. **COMPETENCIES**

-ENVIRONMENTAL SCIENCE

-CANADA COUNCIL FOR HUMAN RESOURCES IN THE ENVIRONMENT INDUSTRY

-ENGINEERING DESIGN/ DRAFTING TECHNOLOGY

- CANADIAN TECHNOLOGY HUMAN RESOURCES BOARD (CTHRB)

-CRIMINAL JUSTICE CORRECTIONS

-SEVEN AREAS IN FEDERAL AND PROVINCIAL CORRECTIONS

4. **PROGRAM OUTCOMES**

-APPROXIMATELY 15 ITEMS

5. **FOCUS GROUPS**
6. **PRACTICUM**
7. **KEY PERFORMANCE INDICATORS**
8. **LEARNER PROFILES**

Lethbridge Community College
Curriculum Review Process Checklist

	Curriculum Department	Program
➢ Program Outcomes • Program outcomes contain generic curriculum outcomes ○ Outcomes on employability ○ Outcomes on technology ○ Outcomes on globalization ○ Outcomes on entrepreneurism ○ Outcomes on work place experiences		X
• Program outcomes contain core curriculum outcomes		X
• Program outcomes contain specialized curriculum outcomes, including statements of field work and lab skills		X
• Program outcomes validated by advisory committee	X	X
• Program outcomes validated by students in the program (first and second year)	X	
• Program outcomes validated by another external source	X	
➢ Program outcomes are connected to curriculum philosophy and learning theory		X
➢ External competencies for certification are matched to program outcomes and courses	X	X
➢ Program mapping to examine overlap or omission of content and skills	X	
➢ Include Career and Technology Strand relationship with college curriculum		X
➢ Show career ladders following exit credential (transfer arrangements, etc)		X
➢ Include most current Key Performance Indicator data	X	
➢ Include application and enrolment numbers for the current year	X	
➢ Include a learner profile	X	
➢ Standardized course outlines that reflect program outcomes		X
➢ Summary report for curriculum department and program use. A copy of the report is kept in the curriculum binder	X	

The Nuts and Bolts of a Learner Centred Curriculum

Curriculum Development

Presenter: Mr. Allen Rudolph

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LETHBRIDGE COMMUNITY COLLEGE

New Credit Program, New Credit Option, Substantial Program Change and Collaborative Program Development Process

Stage 1: Idea--An idea for a new credential (program or major), substantial program change, or changes to collaborative programs can come from several sources, including: faculty, administration, funding sources, industry sources, Board of Governors, etc. Generally, a faculty administrator or team leader brings the programming idea forward.

Stage 2: Validation--This stage can be accomplished in approximately 8 weeks. The primary purpose of this stage is to collect sufficient evidence to determine the feasibility of investing further institutional resources for program development.

Stage 3: Letter of Intent
This stage is a formal decision point to determine if the new programming idea warrants further institutional resources. Generally this stage can be completed within 3 weeks.

Stage 4: Proposal--This is the primary planning stage for organizing to implement new programming. Further information is collected and details related to curriculum, student recruitment, scheduling, staffing, and financing are fully described. Generally, this work is completed in 8 weeks.

Stage 5: Authorization and Implementation
This stage blends approval--the official go-ahead--with launching and monitoring its implementation during its first three years. In some cases, official approval comes from AECD and in other cases from the Board of Governors.

So, the process starts with an Idea
The person(s) with the new program/option idea prepares a brief description consisting of the following:

- Tentative program name.
- Approximate number of students registered annually.
- Type of credential.
- Centre of Specialization to offer the program.
- Delivery method.
- Resource implications.
- Implications for the College.
- Consistency with College Mandate.
- One paragraph overview of the program.

The person(s) with the new program idea brings the brief description to IPRS.

IPRS convenes an ad hoc task team to consider validation of the program idea.

Institutional Planning and Reporting Services - 3268
Draft: November 20, 1997

Stage 1: Idea--An idea for a new credential (program or major), substantial program change, or changes to collaborative programs can come from several sources, including: faculty, administration, funding sources, industry sources, Board of Governors, etc. Generally, a faculty administrator or team leader brings the programming idea forward.

General Procedures	Checklist	Related Activities
A. The Team Leader(s) with the new program idea prepares a brief description consisting of the following: 1. Tentative program name. 2. Approximate number of students registered annually. 3. Type of credential. 4. Centre of Specialization to offer the program. 5. Delivery method. 6. Resource implications. 7. Implications for the College. 8. Consistency with College Mandate. 9. One paragraph overview of the program.	A. Description prepared _____	
B. The person(s) with the new program/option idea brings the brief description to IPRS.	B. Description submitted _____	
C. IPRS provides Executive Committee with program/option idea description for information and consent to validate.	C. Description provided to Executive Committee _____ Executive Committee review _____ Executive Com. responds to IPRS ____	IPRS provides all IPCC members with basic information about the initiative and the Task Team
D. IPRS convenes an ad hoc task team to consider validation of the program idea.	D. Ad hoc Task Team convened Idea submitter ___ IPRS representative ___ Curriculum planner representative ___ Student recruitment representative ___ _____ representative ___	

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Stage 2: Validation--This stage can be accomplished in approximately 8 weeks. The primary purpose of this stage is to collect sufficient evidence to determine the feasibility of investing further institutional resources for program development.

General Procedures	Checklist	Related Activities
A. The task team prepares a data collection schedule and ensures that team members commit sufficient time to complete this stage in a timely manner.	A. Team reviews terms of reference _____ Team establishes task time lines _____ Team establishes an activities checklist_	
B. Tasks completed by the team include:	B1. Impact statement about:	IPRS provides Progress updates, as appropriate to Executive Team, IPCC, and Academic Council.
1. Preparing a statement of how the new program is likely to impact the delivery of existing programs and services with regard to:	Physical space _____ Equipment _____ Science labs _____ Computer labs _____ Other labs _____ Delivery of existing courses _____ Present practicum sites _____ Relation to other programs _____ Relation to other services _____	
a. Use of physical space b. Use of equipment, including science, computer or other labs. c. Use of existing courses. d. Competition for students. e. Use of practicum sites. f. Registration services. g. Financial services (e.g., billing. reporting). h. Use of technical resources. i. Use of learning resources. j. Use of ancillaries.	Overall statement prepared _____	
2. Prepare an occupational profile, including skill and knowledge set requirements	B2. Occupational skill requirements _____ Occupational knowledge requirements_ Overall occupational profile _____	
3. Prepare a projection of enrolment, including brief description of the characteristics of learners, and recruitment and marketing strategies.	B3. Sources of new students _____ Characteristics of new students _____ Program marketing strategies _____ Student recruitment strategies _____ Overall projection of enrolment _____	
4. Prepare a curriculum and delivery overview, including major program outcomes, descriptions from the college calendar of existing courses,	B4. Major program objectives _____ Faculty expertise _____ Existing program courses _____ New program courses _____	

descriptions of new courses, and description of practicums, as well as identifying the new program as either a replacement for an existing program or a complement for existing programs.

Practicum objectives _____
Practicum sites _____
Relationship of courses to program objectives _____
Relationship of new program to existing programs _____
Overall curriculum and delivery statement _____

5. Prepare a description of faculty and trechnical/support expertise available and any additional expertise needs

B5. Identify new expertise needed _____
Identify proposed staffing model _____
Options in finding new expertise _____
Overall description of expertise _____

6. Prepare a description of employment demand, including testimony from potential employers.

B6. Sources of employment _____
Potential earnings rates _____
Employer endorsements _____
Overall employment demand _____

7. Prepare a description of similar programs, including provider, tuition, credential, duration, overview, annual registration, and employment rate.

B7. Description of similar City programs __
Description of similar AB programs __
Description of similar CAN programs __
Description of other similar programs __

8. Prepare a financial resource statement to identify how the new program will be resourced, including the need for new resources and the need for reallocated resources.

B8. Identify program costs by source ___
Identify program revenues by source___
Identify process for any reallocations___
Overall 3-year projected budget ___

C. The ad hoc Task Team determines by consensus the validity of the new program.

[If there is not consensual support in the ad hoc Task Team for the new program, the Team disbands and the idea ceases to receive developmental support. If there is consensual support, each member of the Task Team provides a memo indicating the nature and scope of their support.]

C. Review of data collection to identify advantages of adding the program ___
Review of data collection to identify disadvantages of adding the new program _____
Decision to proceed with a Letter of Intent _____
Signed endorsement by ad hoc Task Team members _____
Signed endorsement by other stakeholders _____

Stage 3: Letter of Intent

This stage is a formal decision point to determine if the new programming idea warrants further institutional resources. Generally this stage can be completed within 3 weeks.

General Procedures	Checklist	Related Activities
A. A summary letter (i.e., Letter of Intent) with appendices is prepared and sent to the Executive Committee for information and a designated member of the Task Team arranges to make a formal presentation of the new program idea to the Executive Committee	A. Prepare Letter of Intent ___ Prepare appended information ___ Schedule meeting with Exec. Com. ___ Prepare a presentation ___	
B. A presentation is made to the Executive Committee.	B. Make Presentation ___ Respond to information requests ___	
C. Executive Committee considers the merits of the intended program and decides either to provide additional developmental institutional support for preparing a full proposal or to terminate further institutional developmental support.	C. Executive Committee decision ___	
D. Executive Committee's decision, including any conditions attached to a decision to support the intended program, are communicated to IPRS.	D. Written summary of Exec decision ___ Summary forwarded to IPRS ___	
E. If approved by the Executive Committee, the Letter of Intent is forwarded by the President to the Board of Governors for approval.	E. Recommendation taken to Board of Governors to approve Letter of Intent ___	
F. If approved, the Letter of Intent is forwarded to AECD	F. Letter of Intent forwarded to AECD ___	IPRS provides Academic Council and IPCC with information, as appropriate.

Stage 4: Proposal--This is the primary planning stage for organizing to implement new programming. Further information is collected and details related to curriculum, student recruitment, scheduling, staffing, and financing are fully described. Generally, this work is completed in 8 weeks.

General Procedures	Checklist	Related Activities
A. IPRS convenes a program development Task Team to develop a full program proposal, based upon the Letter of Intent and any conditions attached by the Executive Committee.	A. Proposal Task Team convened Content expert ___ IPRS representative ___ Curriculum planner representative ___ Student recruitment representative ___ Marketing representative ___ Financial representative ___ _____ representative ___ Terms of Reference established ___ Activity time lines established ___ Activity checklist established ___	
B. A curriculum and delivery framework is developed through a stated curriculum philosophy, learning theory(s), adult educ. principles, learning outcomes and prior learning assessments. All elements of curriculum directions as outlined in BP9700 must be included, (e.g., use of technology, tie to the core, globalization, & work-site practicum.	B. Curriculum framework developed_____ Delivery framework developed _____	
C. When sufficient detail is available about the program framework, other Task Team members prepare plans for recruitment of students, marketing graduates, monitoring key implementation indicators, budget (including new and reallocated resources), and scheduling/staffing (including space/equipment requirements)	C. Student recruitment plan developed ____ Plan for marketing graduates developed_ Key implementation indicators identified_____ Plan to monitor key implementation indicators developed _____ Budget developed ____ Staffing plan developed ____ Space/scheduling plan developed ____ Equipment plan developed ____	
D. Final proposal is assembled and an executive summary is prepared.	D. Complete proposal assembled ____ Executive summary prepared ____	IPRS provides information to Executive Team and IPCC, as appropriate.

Stage 5: Authorization and Implementation
This stage blends approval--the official go-ahead--with launching and monitoring its implementation during its first three years. In some cases, official approval comes from AECD and in other cases from the Board of Governors.

General Procedures	Checklist	Related Activities
A. IPRS submits the proposal package to Academic Council for approval. If approved, Academic Council submits the proposal package to the Board of Governors for approval. If approved, and if AECD approval is required, the Board of Governors submits the proposal package to AECD for approval.	A. IPRS provides proposal package to IPCC for review _____ IPRS provides proposal package to Executive Team for review _____ IPRS provides proposal package to Academic Council for approval _____ Academic Council makes a decision ___ Academic Council informs President ___ President provides recommendation to Board of Governors ____ Board of Governors makes a decision __ President's Office requests AECD approval ____	
B. When the final required approval is complete, IPRS notifies the appropriate administrative staff, who take appropriate steps to implement the new program/option in a timely manner.	B. AECD's decision communicated to President ____ IPRS communicates decision to appropriate staff ____ Implementation activities commence in keeping with the proposal ____	
C. IPRS uses the key implementation indicators described in the proposal to monitor the program during its first three years.	C. IPRS commences implementation monitoring ____ Implementation reports are provided to appropriate stakeholder groups ____	

Template I: New Applied Degree Program - System Growth

New programs resulting in system growth are those that add to the capacity of the system in terms of program mix, enrolment capacity and or resource requirements.

Guiding premise: ***the need for the program is justified in the context of the system growth.***

Template I - Applied Degree is to be used for:

- new applied degree programs in a subject area or discipline in which the proposing institution(s) offers career programming;
- new applied degree programs that will add enrolment capacity to the system; or
- new applied degree programs that require additional public resources, including resources from Students Finance (e.g., a new cost-recovery program).

At the Letter of Intent stage, the department will:

- ensure there is no unwarranted duplication of system programming;
- ensure that the initiative is relevant to institutional mandate and mission;
- review the need for the program in the context of related system programming and available options;
- examine program transferability and articulation;
- examine the anticipated effects on related programming within and beyond the institution.

At the Proposal stage, the department will:

- look for evidence that issues and concerns raised at the Letter of Intent stage have been adequately addressed
- look for evidence of institutional assessment of program marketability;
- examine the anticipated learning outcomes and the potential career opportunities that go beyond those of diploma offerings
- make observations about the participation of employers in the work experience component and the anticipated level of industry and professional recognition of the program;
- examine institutional program financing plans and implications for students and taxpayers; and,
- ensure there is an evaluation plan for the program.

TEMPLATE II
REQUEST FOR APPROVAL OF A NEW APPLIED DEGREE PROGRAM - SYSTEM GROWTH
(5 pages maximum)

PART A - INITIATION OF PROPOSAL (INSTITUTION'S LETTER OF INTENT)

SECTION A: PROGRAM INFORMATION

Program Name Criminal Justice Corrections

Institution(s) Lethbridge Community College

Contact Person

Name: Leslie Vaala
Phone: 403-320-3268
Fax: 403-329-0530
E-mail: Ldvaala@raptor.lethbridgec.ab.ca

Type of Initiative **New Program**

Credential to be Awarded Bachelor's Degree of Applied Criminal Justice Corrections

Program Length 4 years

Enrolment Summary

Proposed Enrolment	2000-01	2001-02	2002-03	2003-04	Annual Ongoing
• Total Full-Time	60	125	155	180	180
• Full-Time Year 1	50	50	50	50	50
• Full-Time Year 2		50	50	50	50
• Full-Time Year 3	10	15	40	40	40
• Full-Time Year 4		10	15	40	40
• Total Part-Time	25	40	60	70	80
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3	25	30	35	40	40
• Part-Time Year 4		10	25	30	40
• Total Work Experience	35	70	120	155	155
• Work Experience Year 1					
• Work Experience Year 2		5	5	5	5
• Work Experience Year 3	15	30	55	80	80
• Work Experience Year 4	20	35	60	70	70
• Total FLE	58	119	150	188	188
• FLE Year 1	47	45	45	45	45
• FLE Year 2		45	45	45	45
• FLE Year 3	11	17	43	44	44
• FLE Year 4		12	17	44	44
• Anticipated No. of Graduates		12	23	42	53

Implementation Date September, 2000

Program Synopsis The program provides a broad overview of all facets of the corrections field, including management and administration. Graduates will be able to enter positions such as correctional officers, youth workers, probation officers, and parole officers as well as obtain promotions to warden and other management

positions.

SECTION B: DETAILED SYSTEM COORDINATION ANALYSIS

Fit with Mandate and Business Plan

The Mission Statement of Lethbridge Community College reads as follows:

> *"The Mission of Lethbridge Community College is to develop the present and future workforce by providing high quality lifelong learning opportunities based upon knowledge and skills required by the community, business, and industry."*

The Lethbridge Community College Business Plan known as (BP 9700), which is in its final year, focuses on the following goal: To...

> *"Develop and implement institutionally focused strategies to increase access to a range of quality learning opportunities, improve responsiveness to the changing needs of individuals and communities, maintain affordability for our clients, be accountable to our publics."*

In keeping with this global objective, the College has established Centres of Specialization. One of these, the Centre for Criminal Justice is positioned to expand into the granting of a degree in Corrections using the Applied Degree model espoused by Alberta Learning.

The needs of federal and provincial correctional agencies are changing. Both services anticipate considerable turnover in staff over the next five to ten years. Correctional staff with university degrees are better positioned to move vertically and laterally within both services, and the Correctional Service of Canada has recently upgraded the academic requirement for community and institutional parole officers to the degree level.

The Bachelor's Degree of Applied Criminal Justice (Corrections) is being designed in consultation with both correctional services to insure that it meets their knowledge and skill requirements. At the same time, the program course offerings will be designed to develop the higher level cognitive, application, analysis, and synthesis skills required by corrections.

Provider Comments:

Department Comments:

Relationship to Existing Programs at the Institution

The Centre for Criminal Justice currently offers the following programs:
Diploma in Criminal Justice (Policing)
Diploma in Criminal Justice (Corrections)
Diploma in Criminal Justice (Security)
Certificate in Risk Management
Criminal Justice Certificate (Policing/Corrections) - for aboriginal students

The Bachelor's Degree of Applied Criminal Justice (Corrections) is based on a 2+2 model, meaning that students who have a recognized Diploma in a related field will be granted two years of credit towards the Degree. The Degree is therefore a logical continuation for students who wish to enhance their academic credentials upon completion of the Diploma, whether immediately or after a

period of time in the work force.

Provider Comments:

Department Comments:

Similarity or Relationship to Other Programs (in the Region, Provincially, Nationally)

The following provides a comparison with existing and proposed regional and provincial degree program.

- Athabasca University offers a Bachelor of Professional Arts in Criminal Justice, which is also based on a 2+2 model and grants a full two years for a completed Diploma. However, it is not applied; the second two years of the program are entirely academic, and there is no requirement for paid employment.
- Mount Royal College has recently been awarded an Applied Degree in Justice Studies. It is described as "an interdisciplinary four year degree program". The Diploma program at Mount Royal College has been eliminated.
- The University of Alberta offers a criminology/justice option. It is available for only a few students.
- The University of Lethbridge does not offer a related degree or diploma.

There are also several programs offered outside Alberta with which the Bachelor's Degree of Applied Criminal Justice (Corrections) may be compared.

- The University of Regina offers a 4 year degree in Human Justice. This degree offers a choice of four options: Criminal justice, legal justice, social justice, and community justice. It includes a fieldwork component in the form of practicums.
- Simon Fraser University offers a Bachelor's Degree in Criminology. It is described as comprehensive and interdisciplinary in nature, including both theoretical and practical considerations. Fieldwork is included.
- University College of the Fraser Valley offers a B.A. in Criminology/Criminal Justice which includes a practicum.
- University of Great Falls offers a four year Bachelor's Degree in Criminal Justice, with specialization in Law Enforcement, Corrections, or Security. Practicums are included.

None of the above are applied programs requiring work experience for completion. Only the University of Great Falls has a specific focus on Corrections. The proposed degree will provide a unique balance of practical career skills and academic study which will fill the void between the diploma and existing academic degrees.

Provider Comments:

Department Comments:

Consultation with Other Alberta Institutions Offering Similar Programs

The Centre for Criminal Justice of Lethbridge Community College is a member of the Alberta Association for Justice Education and Training (AAJET), and through this forum has reviewed plans for this degree with the other members (Grant MacEwan Community College, Mount Royal College, and Medicine Hat Community College). Prior notice of this application has been provided to the

Department of Learning and other post-secondary institutions by L.C.C. Vice President of Curriculum and Instruction, Jean Valgardson.

Provider Comments:

Department Comments:

What Alternatives Exist and Why is this Proposal the Best Strategy for the System?

Students who obtain a Diploma in Criminal Justice (or equivalent), and who wish to continue their education to the level of a Bachelor's Degree have limited options at present. They are as follows:

- Athabasca University - completion of an academic Bachelor of Professional Arts degree according to a 2+2 model
- Other Canadian Universities – students who transfer to other Canadian universities will receive only limited credit for their Diploma courses, and may take three or more additional years to complete a degree
- American Universities - students may continue their education at several American universities, where they will receive credit for up to 2 years. This is an extremely expensive option due to foreign student tuition costs and the exchange rate.

The above alternatives represent a substantial investment in time and money for post-diploma students. An applied degree as proposed will grant the student full credit for their diploma, thus maximizing their investment, as well as the investment of the province in education. Practical experience will be gained through the two semesters of guided field practice, which will prepare students for the Correctional workplace, and enhance their value to the employer. Access to the program will be enhanced through several alternative delivery options. Note: This program is also a viable option for policing.

Provider Comments:

Department Comments:

SECTION C: MARKETABILITY ASSESSMENT

Results of Student Demand Analysis

There are several indicators which suggest that the Applied Degree in Corrections will be a marketable credential.

- Student Demand - Despite limited marketing, student demand for the Corrections program has remained steady for several years. The advent of the Applied Degree, revisions to the program resulting from a complete curriculum review, increased employment opportunities, and improved marketing strategies will increase the demand for this program substantially.

- Completer's Survey - The 1999 Complete Survey rated Corrections as above the College average in 4 of 11 scales, and all but one of the other scales are in the average range. Course Relevance, the one scale which is low, is currently

being addressed through a curriculum review.

In addition, the Criminal Justice program receives approximately three applications for each seat in the Diploma program. Students in policing and corrections have a common first year, with decisions about streaming into a focus on policing or corrections occurring at the end of the first year. Without additional outside financial resources, LCC has increased the first year intake by 55 student spaces.

Provider Comments:

Department Comments:

Results of Economic Demand Analysis

Several indicators point to a strong and growing economic demand for the program:

- Number of Graduates Employed in Corrections - It is difficult to establish this figure; however, a significant and increasing proportion of staff at Bowden and Drumheller institutions and Lethbridge Correctional Centre completed the Criminal Justice program at LCC

- Anticipated Hiring Needs - Correctional Services of Canada have projected that up to 40% of their staff will become eligible for retirement in the next 5 years. Alberta Justice is projecting similar figures. CSC is also creating 1000 new correctional positions in anticipation of increasing prison and parole populations. Finally, CSC has recently increased educational requirements for Institutional and Community Parole Officer positions to the Bachelor's Degree level. There are relatively few qualified in-service applicants at present.

- Although the Applied Degree is focused on Corrections, students who complete the program will develop skills and abilities suitable for related occupations such as policing, customs and immigration, and CSIS.

In the 1998 completers survey, 100% of completers in the labour force were employed. About 40% of the completers indicated that they were involved in full-time further education. Completers cited employers such as Alberta Justice, Lethbridge Correctional Centre, and the Opokaasin Early Intervention Society where the completers were working as correctional officers, resource personnel or court/prisioner services personnel.

Also see the notes below about support from industry, employers, and others.

Provider Comments:

Department Comments:

Evidence of Support from Industry, Employers, Professional Organizations, Other Institutions

The LCC Criminal Justice Advisory Committee endorsed this Letter of Intent at its December 1, 1999 meeting. Representatives from across Alberta in both the provincial and federal policing and corrections sit on this committee. Presentations have been made at regional meetings of Correctional Services of Canada officials on two occasions (in Bowden and Canmore) in recent months and the proposed program was well received and endorsed by those in attendance. Staff at all levels of the provincial and federal correctional services have participated in developing an employment profile of knowledge and skills to meet their current and future needs. Letters of support are available from Alberta Justice and Correctional Services Canada..

Provider Comments:

Department Comments:

Employability Outcomes

Based upon projections from provincial and federal corrections personnel, we anticipate that an employment rate of 85% or greater for completers who enter the labour force. We also anticipate that the vast majority of completers would enter the labour force immediately, with relatively few going directly into further education. The enrolment projections in another section of this Letter of Intent are based on the numbers of students LCC could reasonably handle in this new program--the total projected employment demand is substantially greater.

Provider Comments:

Department Comments:

Brief Program Description

The Bachelor's Degree of Applied Criminal Justice (Corrections) is a discipline-specific credential at an advanced level of study. Relevant theory is combined with guided practical experience using instructional methods which challenge the students and encourage the development of higher level cognitive and critical thinking skills. Accessibility to the program is enhanced though a variety of delivery methods; on campus at LCC, distance delivery via correspondence, the Internet, and delivery on site where cohorts exist.

Proposed Curriculum

Years I and II of the Applied Degree will be granted to students who have obtained their Diploma in Criminal Justice from Lethbridge Community College, or an equivalent. Prior Learning Assessment will play a major role in granting credit for job-related experience and training.

All courses are 3 credits except where stated.

Year III

1st Term

- Offender Classification and Risk Management
- Ethics and Issues in Corrections
- Understanding Violence
- Applied Criminology I: Understanding Criminal Behaviour
- Management in Corrections
- The Professional Correctional Worker
- Crime Related Victimology

21 Credits

2nd term

- Managing Critical Incidents
- Behavioural Management
- Women in Corrections
- Current Concepts in Correctional Leadership
- Applied Criminology II: Specific Offender Groups
- Community Justice
- The Politics of Corrections

21 Credits

Year IV - Directed Field Study

Students are required to complete 30 credits in their final year of study

Required Courses

- Corrections and the Law
- Advanced Correctional Methods
- Administrative Techniques
- Community/Institutional Resources
- Independent Study (3 or 5 credits)
- Senior Corrections Project (3 or 5 credits)

18 Credits

Electives

- Theory and Practice of Supervision
- Technology in Corrections
- Investigations and Reports
- Specialized Offender Study
- Program Management
- Staff Supervision and Mentoring
- Institutional Safety
- Court Room and Public Security
- Offender Escorts
- Indigenous Peoples in Corrections
- Comparative Corrections

PART B - COMPLETION OF PROPOSAL FOR APPLIED DEGREE (TO BE COMPLETED UPON DEPARTMENTAL INVITATION)

SECTION D: DEMONSTRATION OF FINANCIAL VIABILITY

Annual Budget and Funding Sources

(Outline the annual ongoing budget for the program and summarize the sources of revenue according to the following categories. If program implementation will take place over more than one year, provide figures for each year up until full implementation.)

	Yr 1	Yr 2	Yr 3	Yr 4	Ongoing
Total Annual Budget:	$	$	$	$	$
Institutional Resource Amount:	$	$	$	$	$
*Tuition Revenue Amount:	$	$	$	$	$
Partner Contributions Amount (Identify):	$	$	$	$	$
Other Amount (Identify Source):	$	$	$	$	$
*Indicate per Student Tuition Charge:	$	$	$	$	$

Anticipated Impact on Internal Resources

(What is the anticipated impact of the program on internal resources? If institutional resources are included as a source of revenue, what is the source of funding (e.g., institutional fund raising, re-allocation from another program)? If the program funding includes internal re-allocation, what programs and services are resources being re-allocated from?)

Provider Comments:

Department Comments:

Anticipated Financial Impact on Students and Students Finance (SF)

(Assess the fee structure in relation to comparable programs. Indicate whether the financial viability of the program is dependent upon Students Finance (SF) designation of the program as eligible for student support, or upon a certain level of enrolment. Outline the anticipated percentage of students who are expected to seek support through SF, and the rationale for this assessment.)

Provider Comments:

Department Comments:

SECTION E: EVALUATION PLAN

Procedures for Evaluation

(Describe the procedures that will be put in place for institutional evaluation of the program during and subsequent to implementation.)

Provider Comments:

Department Comments:

Performance Measures and Expected Outcomes or Performance Targets	*(Identify the expected outcomes of the program, the key performance indicators that will be used to measure the success of the program, and performance targets.)* Provider Comments: Department Comments:

SECTION F1: RECOMMENDATION ON LETTER OF INTENT *(FOR DEPARTMENT USE)*

Do Any Issues or Information Gaps Remain?	*(The department will list any issues or information gaps that remain following consultation with the proposing institution.)*
Recommendation(s):	
Reviewer	
Date Completed	

SECTION F2: RECOMMENDATION ON PROPOSAL *(FOR DEPARTMENT USE)*

Do Any Issues or Information Gaps Remain?	*(The department will list any issues or information gaps that remain following consultation with the proposing institution.)*
Recommendation(s):	
Reviewer	
Date Completed	